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ABSTRACT

SEE (School of Experiential Education) is in its second year of operation as an alternative high school created to provide an environment and set of learning experiences different from any previously available in the Etobicoke system. This phase of the SEE report provides some basic descriptive information about the school program and a framework for its evaluation rather than a thorough evaluation, which is planned for Phase II. The future evaluation of SEE should deal with at least the following three questions: Does SEE provide an alternative environment for education? Is SEE developing a workable process for evaluating and modifying its own day-to-day operations? Are students, parents, and teachers satisfied with the program at SEE? This initial examination of the school's activities, problems, and personnel provides some evidence that SEE is offering an environment students view as an alternative and that the school as an organization is developing a facility for self-examination and change. Appendixes provide extensive information in tables and graphs. (Author/IRT)

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THE DEVELOPMENT AND EVALUATION OF AN ALTERNATIVE HIGH SCHOOL: A REPORT ON S.E.E. (SCHOOL OF EXPERIENTIAL EDUCATION)

PHASE I

January '73

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I. A FRAMEWORK FOR EVALUATION

SEE (School of Experiential Education), currently in its second year of operation as an "alternative" high school, was created to provide an environment and consequent set of learning experiences different from that previously available within the Etobicoke system. In the near future those who make decisions about educational programmes in Etobicoke will be faced with the question of whether or not to continue SEE and to create and/or support other "alternative schools" in the Borough. To our knowledge, no criteria have yet been established to decide these questions.

This report will suggest criteria and provide some information bearing on the continuation of SEE. Before presenting these, however, we wish to underscore our own position regarding evaluation of SEE at this stage of its development.

First we believe that it is too early in the development of SEE to make any judgment that would significantly alter its level of funding. A funding commitment of four to five years is probably essential to provide adequate time for a comprehensive new program to develop to maturity (assuming the program remains viable and maintains the support of its clientele). This is not to imply, however, that those responsible for making decisions about the funding of SEE should be kept in the dark about the

program during its experimental phase. Indeed, we believe trustees and administrators should be aware of the nature of the program, its problems, promises and successes in order to be in a better position to help with its successful development.

Rarely does a new program develop according to initial conceptions and plans. Programmes are continually evolving and changing as staff, students, priorities and attitudes change. We therefore urge a flexible stance in assessing SEE's progress toward the realization of the philosophy and goals stated in the initial brief to the Board. Goals and priorities will change as the people who determine them change. More important is the fact that SEE is developing a process by which its own growth and development are subjected to ongoing self-examination leading to constructive change; that is, a process for identifying and resolving its own problems.

Criteria for Evaluating Alternative Schools

In brief, we believe that a future "external" evaluation of SEE should deal with at least the three following questions:

(1) Does SEE provide an alternative environment for education?

A primary justification for instituting alternative schools within the public system is the recognition that different kinds of students may require different educational climates to match their diverse learning styles and interests. If we accept this proposition, then it makes sense to ask if SEE is really different

from other high schools in Etobicoke and if students are experiencing school differently than before they entered. The extent to which SEE provides a uniquely different educational experience may serve as a valid criterion for evaluation.

(2) Is SEE developing a workable process for evaluating and modifying its own day-to-day operations?

Students and teachers at SEE are involved in ongoing discussions aimed at clarifying for themselves what the school's goals and priorities should be. A critical perspective developing from these discussions is that SEE cannot be defined in terms of a single consistent set of goals and priorities. Rather, the school encompasses a diversity of ideas and concepts which themselves are evolving and changing. If one accepts SEE as an alternative program where students and teachers work out these differences together, then it follows that the students and teachers involved in the program are the appropriate people to decide on the learning goals at SEE and to work toward the creation of programmes and a climate to realize them. Evidence that students and teachers at SEE are in fact working out these problems together would constitute an important index of SEE's viability as an organization.

It is desirable for any organization supported by public funds to be healthy and dynamic. This means that SEE should be developing a process whereby its members critically

evaluate the school's operating procedures and their own attitudes and actions which comprise the daily life of the school. Furthermore, the school community should be capable of making necessary changes dictated by this self-evaluation.

(3) Are students, parents, and teachers satisfied with the program at SEE? In a sense, the Etobicoke Board is engaged in a process of providing opportunities for the satisfaction of the community's educational needs and aspirations. From this perspective, the existence of a voluntary program with a waiting list and teachers, students and parents supportive of the program would constitute at least partial evidence that the Board is meeting the needs of a portion of the community which financially supports the school system. While we are not suggesting that this consideration alone is enough, it does provide a substantial justification for continued support of an alternative program during its experimental phase.

In summary, we have outlined these basic considerations because we think it essential that the rest of the report be read with an understanding of our framework for viewing the problem of evaluating SEE or any publically supported "alternative school".

We also feel it is important that administrators, trustees, and concerned residents understand the problems entailed in the efforts to develop an alternative school like SEE. SEE does not exist in a vacuum and any assessment of its ultimate

success in providing a viable alternative educational environment must take into consideration the nature and extent of support or non-support by the Board and the community. Benign indifference, while preferable to suspicion and skepticism, is not enough. Support of the program demands an active, positive stance toward it.

II. INFORMATION COLLECTION PROCEDURES

Before presenting the data we have collected on SEE to date, a brief review of how we came to conduct this study and the procedures we followed in collecting our data is in order. In December 1971, OISE was approached by the Etobicoke Board's Research Department to explore the possibility of conducting a joint study of the then newly established SEE school. After an initial set of discussions with senior administrators and the school's staff and students, we committed ourselves to a year and half study that would proceed in two stages of which this is the first.

During the early spring of 1972 a team of OISE personnel spent several days (at least one day a week) becoming familiar with the school, its students and its staff. Our role was consciously that of consultants trying to find ways to help a client gain new and useful perspectives on what he is trying to do. A great deal of time was spent discussing what data would be useful to the school as well as the Board. Another purpose of these visits was to gain acceptance by the SEE community and to establish a relationship of mutual trust and openness, for we could place little confidence in data gathered in an atmosphere of suspicion and mistrust.

To collect information about individual activities and attitudes toward major problems and issues at SEE we decided to interview the staff and as many students as we could schedule appointments with. By May, after extensive discussions among our

staff and with SEE staff and students, we agreed on a set of questions. Some were relevant to the concerns of this report, while others dealt solely with details of the school's operations about which staff and students felt they would like more information.

We decided to use both semi-structured tape-recorded interviews and written questionnaires to collect the information we wanted. We were successful in interviewing 74 of the 86 students enrolled in late spring. The interviews normally lasted 45 minutes to one hour and were all tape-recorded. Immediately following the interview, students were given a questionnaire to fill out. (Normally this took another 20-30 minutes). All school staff (four full-time teachers, one part-time teacher, and the school secretary) were also interviewed individually and at length. Finally, additional information was collected from academic record files in the school office.

Concurrently, the Board's Research Department devised a questionnaire and mailed it to the parents of SEE students. Fifty-seven of these were returned. The Research Department also had available the questionnaires which most students had filled out when they entered SEE. Data from both the parent and student questionnaires are included in the report.

This fall we have been attempting to find ways of feeding back to the staff and students information that would prove relevant to the ongoing discussion concerning the goals

and program options of the school. In addition, three team members have been volunteer "teachers" this fall in courses related to Social Studies and English.

The data we have collected for this report have not been subjected to complicated analysis. Our main objective is to present a description of SEE which will provide the reader with an initial perspective on the school and its students as well as on some of the changes in programmes and people that took place during its first year of operation.

III. SOME CHARACTERISTICS OF SEE STUDENTS

There is considerably myth and rumor about the kind of student attracted to a school like SEE. A common assertion is that all, or the vast majority of, students in such schools are alike. While we have not attempted to construct individual historical and personality profiles of students, we do have some information on a number of questions often asked about students attending alternative high schools.

One common assumption is that students come from the same residential area of the Borough. Table 1 (Appendix A) shows the distribution of entering students (as of October 1st, 1971) in terms of sex, entering grade level and previous high school. While just over a third of SEE's students do come from three high schools near the centre of the borough, the remaining two-thirds represent a fair cross-section of the Borough.* This information, though limited, suggests that SEE students may come from more varied backgrounds than myth would have us believe.

Another question often asked is whether the students represent an academic elite, i.e. a high concentration of "superior students". The only data we can report regarding this question are the previous year's average marks. (See Table 2, Appendix A). Although marks are biased by such factors as un-

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*In checking this distribution against the 269 students who applied to SEE we found essentially the same results. This suggests that the lottery resulted in a fair representation of the applicants.

standardized measurement and varying motivation for school achievement, we find that the range of previous academic achievement among SEE students approximates that which probably would be found in most other schools in Etobicoke.

SEE students entering in 1971 also differed in their initial perceptions of the school prior to enrollment, in their reasons for applying, and in their goal orientations once accepted. (See Tables 3, 4 and 5). Two items in these tables are of particular interest. First, there are a small number of students who stated they were first attracted to SEE because of the opportunities to participate in making decisions regarding the operations of the school. Apparently, the so-called "student power types" were not heavily represented the first year. Secondly, students were fairly evenly divided in their goal orientations--half toward academic achievement and half toward personal growth and learning goals. This diversity in orientation is an important feature in understanding student reactions to the program and we will refer to it again in later sections.

IV. OPTIONS AND ACTIVITIES THAT PROVIDE AN ALTERNATIVE

The following description of the main features of the present program should give the reader a sense of the range of options and activities available to students at SEE. For convenience, we have first divided this description into three sections: credit courses, non-credit courses, and other learning experiences made possible by the flexibility of the program. Then we describe particular courses and special programmes offered within each of the four major subject divisions at SEE: English and Communications, Social Studies, Mathematics and Science, and Languages. Finally, we focus on the features of the SEE program that make it different from other high schools in Etobicoke.

Credit Courses. A Credit course is a provincially approved plan of study for which a student receives a diploma credit upon successful completion of course requirements.

The basic program of credit courses offered at SEE in its first year was largely determined by the interests and competencies of the four teachers. As the result of a prodigious output of energy on their part some 55 credit options were offered. This year their load has been lightened somewhat while the range of options has increased through the addition of eleven part-time teachers.* About 61 credit courses will be offered in 1972-73.

*Each of these teachers is responsible for one to three classes a week.

The extent of student involvement in determining the actual content of credit courses has varied with the subject matter, the teacher and the initiative of the particular group of students taking the course. In many social science and communications courses, students have taken an active role in determining topics for study, either on a group or an individual basis. In most mathematics and language courses the structure of the discipline has largely determined course content.

In all subject areas, students have been encouraged to seek their own 'best way' of learning and teachers have tried to adapt their approaches to meet the needs of students who wish to follow differing modes of learning. This has resulted in a variety of course formats and styles--including seminars, independent study, tutorials and 'crash' course work--in almost all subject areas. Some courses operate as seminars led by teachers, visitors or students: others involve weekly lessons from the teacher.

In addition, students have arranged to take courses at university, community colleges or night school (and, in certain cases, at other Etobicoke high schools) for which they may receive full or partial credit from the school. Students have also worked closely with teachers in preparing submissions to the Ministry of Education for the accreditation of new courses in Canadian Studies, Chinese History, Women in

the Twentieth Century, and Grade 13 Theatre Arts.

The procedures for evaluating course work are still evolving. Essays and tests are still used in most courses. However, other demonstrations of achievement are being recognized, including participation in a variety of community activities, production of films and tapes, class participation, oral presentations in a seminar or in a private session with a teacher, and reports on travel or on attendance at cultural or political events.*

As they develop a more independent and critical perspective, students are taking a more active role in their own evaluations. Dialogue between teachers and individual students about course requirements and the ways in which these may be met is commonplace. Procedures for joint teacher-student assessment of course work completed by the student are also being developed.

Non-credit courses. A non-credit course is a planned series of seminars, readings, or activities undertaken by students for which diploma credit is not granted. A variety of non-credit courses, of varying duration and organization, have been established by students, with and without the assistance of the teaching staff. These include a Writers' Workshop,** a

*Two examples of multi-media projects submitted were a slide-tape show illustrating the interrelationships between Canadian art and poetry, and a presentation using slides, tapes and films on the Canadian autumn.

**These were evening sessions organized and held regularly by a group of students who read and criticized each other's work.

Women's course, a Perspective on the Arts and an Indian-Eskimo study group. Resource people from the Metropolitan area are often a main feature of these courses. Identifying and contacting these people has been the responsibility of both teachers and students.

Some students have also been participating in credit courses on a non-credit basis. Typically, they are interested in the content and learning experience but do not wish to be held to such course credit requirements as research papers and examinations.

Other learning activities. Students have committed substantial portions of their time over extended periods to various experiential learning activities. Travelling,* being a member of a theatrical company, teaching (in schools for the retarded and in inner-city and 'alternative' elementary schools), participation in political campaigns, and organizational responsibility within the women's movement are some of the activities that students have undertaken for which they have received partial course credit.

This Fall the school acted on the most frequently mentioned shortcoming in its programme reported by both students and staff in interviews last Spring--that many students were still not getting out into the community sufficiently for 'experiential education'. One week a month has been set aside

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*For example, one student made a three week field trip to Vancouver to record by camaera the changing topographical features of Canada's landscape. He also taped interviews and made a questionnaire survey in order to sample western opinions on various political and social questions of the day. The trip was climaxed by a three day job on a salmon trawler off the B.C. coast.

for out-of-school activities of all kinds and has resulted in extended trips to a number of different cities and visits to universities, historic sites, cultural and communication centres, etc. Students have resolved to assume increasing responsibility for organizing these activities. This change in the organization of the program has necessitated a major adjustment in the time-tabling of academic courses. That this major programme change came about as a result of a series of well attended general meetings open to all members of the school community indicates that students are playing an increasingly important role in decision-making which affects the life of the school.

Additional activities have been motivated by the need to finance special learning projects, such as a week of French immersion in Quebec. Paper recycling and the sponsorship of "educational" films are current projects devised to raise money in ways which are acceptable to the social conscience of those involved.

Courses and Learning Activities within Subject Areas

The flexibility in programming available to staff and students at SEE can be appreciated by comparing aspects of programmes offered within different subject areas.

The Communications/English area has lent itself readily to the involvement of outside resource people--poets, actors, T.V. technicians, etc.--in the life of the school. 'Mini-courses' have been organized at a time (including the

evening) and a place convenient to outside instructors and students who, if they so wish, may receive some credit for their participation. Students have increased their participation in the cultural life of the community, including attendance at the theatre, films, art galleries, concerts, and lectures (See Table 12). In some instances, these activities are directly linked to credit courses, but in others, they simply reflect a broadening conception of experiential education.*

The Social Sciences have offered students a wide range of opportunities for community exploration** and involvement, and have introduced students to a variety of new experiences through visitors to classes in World Religions, Economics and others. Several non-credit courses have been developed in this area as students expressed interest in special topics which could not be treated in adequate depth in regular credit courses. Among these topics were Revolution, Utopias and Canadian Independence.

Although fewer students than initially had been expected have taken advantage of the "experiential" possibilities

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*For example a 24 hour perception class, inspired by Frank Ogden, a resource person from OCA, visited art galleries, the Church of Scientology, heard a lecture on Yoga, visited a poet and a bizarre night museum and ended up at a haunted church near Woodbridge. The success of this initial experience led to a series of similar, though more abbreviated, activities by other groups of students.

**One of the most ambitious examples is an extensive two year field study of Albion Township which integrates research credit studies in History, Sociology, World Religions, Urban Geography, and Political Science. The original research is based on such diverse sources as tax rolls, circuit rider records, and cemetary stones.

of the SEE programme, several students have carried out major projects involving, for example, cross-Canada and cross-continental travel, and on site studies of an Ontario county, of an immigrant community in Toronto, of a river basin, and of the Women's Movement. Their experiences, and those of others doing independent study on topics of personal interest, are often reported to members of their own course and to other members of the school community who wish to attend the seminar presentation. This policy of "open classes" has also made outside resource people available to a wider audience than those in the sponsoring class.

The structures of the disciplines within Mathematics and Science tend to define the context of course offerings. However, through the use of a series of teacher-made tests which students take when they feel sufficiently prepared, it has been possible to develop a highly individualized mathematics programme which has allowed students to progress at widely varying rates of speed. The program also accommodates students who prefer to study this subject in a concentrated form or are unable to follow the 'regular' program for an extended period because of absence from the school.

The sciences also depend heavily on individual study coupled with tutorials between student and teacher. Courses in Biology, and in Man, Science and Technology have lent themselves particularly well to community research and seminar presentations, as well as to more intensive individual study

of special topics.

The flexibility of scheduling at SEE has made it possible for language students to participate in a variety of "immersion" and enrichment experiences which currently would be difficult, if not impossible, to organize in a regular high school. A number of trips of varying duration to Quebec have been arranged and have entailed differing degrees of involvement with the Francophone community.* The pairing of ten SEE students with six French-speaking student-teachers from the Faculty of Education at the University of Toronto for a seven week immersion programme was made possible by the flexibility of the programme in all subject areas--students know that their teachers will help them 'catch up' in courses which they may have to neglect during the immersion period. Other outside resources incorporated into the language programme include those of the Modern Language Centre at OISE and an inter-disciplinary course offered at the crafts centre of La Chasse Galarie. A number of students have also initiated their own travel and study projects to complement their language work at the school.

A series of teacher-developed language structure exercises and tapes have enabled students to move independently and more meaningfully through the formal language curriculum,

*For example, a group of students are currently raising funds to finance a week-long stay in an isolated Quebec village where the whole community cooperates in providing an 'immersion' experience.

branching at any point to any of four levels of difficulty on the basis of student self-evaluation. Small conversation and literature classes have lent themselves to greater participation and more depth of discussion. A "buddy-system" which pairs advanced students with less advanced ones for tutorial purposes while accrediting the work of each has been successfully established as well.

Ways in which teachers and students view SEE as providing an alternative

The teachers appear to find two great advantages to teaching at SEE. First, by being freed from policing attendance, attention and achievement of their students, they have more energy and time to develop new means of adapting their courses to the requirements and learning styles of interested students. Second, the climate at SEE allows them to explore and develop more egalitarian relationships with their students. However, exceptional demands on time and professional ingenuity result when teachers are responsible for such a diversity of courses in a school which is also committed to meeting individual needs. The problems involved in redefining teacher and student roles in this context are currently being examined by the school community as a whole.

When students were asked about the strengths of SEE and its program, responses of the following kind were given. These comments should give the reader a concrete notion of the ways in which SEE is perceived as an alternative by most of its students.

"You can usually study what you are interested in; I've learned to enjoy reading"

"It forces you to learn the problems attached to getting things done" (re: working with people)

"I've got time now to pursue outside interests"

"The kids are valued as more than something to be spewed out with diplomas, it's good for morale"

"In small classes, everything can be explained in detail. I've a lot more free time to read and talk with people"

"It's more conducive to discovering things not regularly part of the program. The school increases your self-assurance, having opinions and defending them"

"Easier to catch up with work missed. Easier to get ideas expressed and listened to. Freedom to try new things, and the time to do so"

"Many different kinds of people; traditional school "normalized" everyone; individuality didn't show, here it does"

V. THE FIRST YEAR: ADJUSTMENT, CHANGE, AND GROWTH

As one might expect, the first year at SEE for most students and staff alike was akin to being thrown into the water for the first time and told to swim.* You bob up and down for awhile before you start to move (nobody drowned but a few got out of the pool). Everyone was feeling his way in an atmosphere of "we're all in this together, so let's make it work" comradeship.

Given the uniqueness of this first year, any information presented on emotional development, academic achievement and intellectual exploration cannot be used to predict the future course of development of SEE or its students. Additionally, when students were "recruited" to SEE for the first time they had no place to visit or people to talk to in order to find out what the school would be like. Those entering SEE this year** (and in the future) have had (or will have) some notion of what problems and prospects to expect.

Accepting these limitations, however, and in the spirit of our suggestions in Section I, we are presenting below information which may be useful to people who want to gain an understanding of how the school operates and support its continued development. All information presented pertains to the academic year 1971-72.

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*The school started under extreme handicaps. From final Board approval to opening day was only a matter of several months. Short on money, experience, and equipment, the four staff members, who were appointed in May 1971, had very limited planning time during the summer because of earlier commitments. The job of planning (ordering materials, detailing and assigning administrative tasks, and working on course offerings) for a school of 100 students, most of whom were strangers to each other and the staff, was nearly overwhelming.

**The recruitment procedures for 1972-73 required interested students to visit the school and have an interview with a group of staff and students.

Aspirations of entering students. To provide a perspective on achievement, growth, and change at SEE a brief word should be said about students' academic aspirations upon entering SEE. In a questionnaire given to SEE applicants prior to their selection (by lottery), the question was asked, "Do you need a grade 13 diploma?" Of 66 applicants who responded to this question, 65 said yes. Thus, to the extent that the desire to receive grade 13 credits is evidence of plans for higher education, at least 2/3 of those entering SEE in 1971 were oriented in this direction. Many students said they didn't plan on going to university after finishing grade 13, but wanted to leave the door open to a future change in plans (perhaps after a year or more of traveling, working, etc.). Thus desire for grade 13 credit was, for some, insurance for possible future university attendance.

Differences in student attitudes toward diploma credits are reflected in the number of diploma credits earned by individuals during the first year of SEE's operation (See Table 6). Although several students (22%) received no credits, a much more substantial number earned five or more credits. The average number of credits earned was three per student. However, this average includes several students, mostly in Grade 13, who chose to concentrate exclusively on the experiential learning opportunities offered by SEE rather than to meet formal course credit requirements. Most students combined both formal course work and experiential learning.

As data on the life paths of SEE students accumulates it will be interesting to see if SEE, by exposing students to a greater diversity of community life (including the realities of the job market), has a

different impact on post high school plans than other schools in Etobicoke. There are some tentative indications that this may be the case among a number of students, but until data are collected from a comparative sample of students, this must remain speculation.* However, we do know that of 19 students who earned grade 13 diplomas, 12 entered university following their year at SEE.

Adjustment to life at SEE. Not everyone entering SEE should initially expect to find it a congenial environment for themselves. The problem of adjusting to a new situation where external pressures to perform are at least partially removed was a problem for many.**

The fact that the students are free to either attend classes or to stay away, to complete assignments--which are often self-designated--or to postpone them indefinitely, has produced mixed reactions. Most well motivated and self-disciplined students are experiencing a far greater intellectual challenge and sense of achievement at SEE than in their previous schools. Other students have found themselves faced for the first time with a situation in which they must decide the degree and the nature of responsibility they are willing to undertake for their own learning. This challenge has been a difficult one for many students and has been met with varying degrees of success. In a few cases, students have been unable or unwilling to make the adjustment and have left SEE.

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*This comparative sample is available. Those who applied to SEE but were not accepted due to the lottery make a natural comparison group. Phase II of our research will contain information about these students.

**Since parental pressure and perceived university and job entrance requirements can rarely be "removed", it is incorrect to assume that the loosening of school requirements means the absence of any external pressure for school achievement.

According to available records, 16 students left SEE prior to the end of the academic year 1971-72. Nine of these students either returned to their old high schools or transferred to new ones; seven left to work full-time. (Table 7 shows how these 16 students were distributed by sex and grade level.) Most who left were in grade 13. All but one of those who left from grades 11 and 12 returned to school. Of those who left for work, all but one were female.*

Academic records. We have two kinds of information about academic achievement to present: marks received for complete course work and students' own estimates of the quality and quantity of their efforts. Figures 1, 2, 3, and 4 (Appendix A) present information on the distribution of mark averages for courses completed in the four major subject divisions at SEE in 1971-72. Inspection of these figures indicates that high marks were not easy to come by at SEE, even though students chose courses of special interest to themselves. Our interviews and informal conversations with students and teachers supported this conclusion.

In an attempt to gauge roughly whether students' average marks at SEE had gone up, down, or remained the same in comparison with marks in the year prior to entering SEE, Figures 5, 6, and 7 were constructed. The horizontal line at the bottom of each figure indicates changes in marks by units of change totaling 5 points or less.

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*A possible and unfortunate explanation is that it may reflect an expectation of sex-discrimination in work roles that require university education.

This information accords with our discussion of the problems of adjusting to the new environment. If change in achievement reflects adjustment, then some have adjusted more rapidly than others. The ten grade 13 students whose grades dropped 15 points or more may be those who were reassessing their post-high school plans and setting priorities for themselves other than academic achievement.

The issue of the varying priority given to academic achievement through graded assignments is of basic importance to the understanding of any achievement records in the school files. As shown in section IV, SEE offers a rich diversity of opportunities for both intellectual and expressive activities. For many students at SEE, these opportunities to explore and experience have tempered traditional academic concerns for high marks and university entrance. This is not true of everyone, of course, but reflects the real diversity of goals and expectations of high school education among SEE students.

An additional warning ought to be entered about the validity of the data in Figures 5, 6, and 7. Since marking schemes and methods of assessment vary from teacher to teacher one must be extremely cautious about inferring that the differences reflect real changes in level of achievement. Probably only the most extreme changes reflect meaningful differences. Therefore, this information should be viewed in combination with other data presented below.

Student estimates of their own learning. Tables 8 and 9 present students' own estimates of the quantity and quality of work they have done in courses taken within the four curricular divisions. It

seems clear that a high percentage of students who took courses in English and Social Studies felt they did more work than in their previous schools. This may reflect the fact that activities and assignments associated with these areas at SEE were substantially different from those assigned in previous schools (e.g., students were less likely just to throw together an essay at SEE). Also, in the first year, more SEE students were oriented toward English and the Social Sciences than toward the other subject areas. The data in Table 9 reflect an almost unanimous feeling among students that the "quality of their learning" was at least as good as and often better than it had been in their previous schools. About 80% of the students reported last spring that the quantity and/or quality of their reading had improved considerably over the year; some 50% considered that their ability to research and report on a topic had improved because of the quality of work demanded by their teachers at SEE. This greater depth of involvement in the subjects they are studying may be related to the opportunity for students to choose an area of concentration, to specialize, which they did not feel they had in their former schools.

We also asked students whether or not they were satisfied with the effort they expended and the sense of achievement and understanding they gained from their courses at SEE. The data in Tables 10 and 11 clearly indicate that overall dissatisfaction was generally low.

It should be noted that when we asked students ff they were satisfied with the content of existing courses an overwhelming majority said they were. However, many of these students also commented that

sufficient leeway existed to structure courses in almost any way they wished. Only a few students felt there was not enough freedom to take an original approach to a subject and get credit for it.

Another interesting finding is that almost everyone dropped some courses - both credit and non-credit - during the first year. In most cases this was because they took on too much at the beginning of the year and later decided to concentrate in areas that interested them most. In some cases, non-credit courses were dropped so that requirements could be met in credit courses which, in certain cases, were not of particularly high interest value. Some students reported that they lacked the motivation to complete required work "on their own" in courses which did not hold their interest. Others said they were no longer interested in receiving credits and therefore had not been handing in course assignments even though they continued to do work in the subject area.

Evidence of other intellectual pursuits. Obviously course work is only one kind of activity one might label "intellectual". Since flexible scheduling and the outward community orientation at SEE make it possible for students to explore ideas and activities outside of the regular school program, we asked students to indicate if they were able to pusue a number of learning activities not directly connected with the SEE program. Table 12 indicates a substantial increase in student exploration of knowledge in a variety of informal ways.

Emotional growth during the first year. Emphasis on emotional growth at SEE deserves important consideration. By "emotional growth" we mean a process of gaining insight into your own possibilities and limitations and of coming to grips with who you are and what is meaningful to you. Information relating to this kind of growth was extracted from the extensive interviews conducted last spring. The interview data were coded to enable us to represent the frequency with which students expressed concerns relevant to the elements of emotional growth noted above. These category frequencies are presented in Table 13. To be noted is the frequent expression of: increased ability and opportunity to establish relationships with different kinds of people, growth in insight into self and in self-confidence, and increased ability to engage fruitfully in self-directed activity.

The category pertaining to increased ability and opportunity to establish relationships with different kinds of people raises an interesting and provocative issue. Superficially, because of the self-selection in enrollment and voluntary participation in the school, one might expect that the students as a group would be very similar, perhaps representing one fraction of a discontented student population. If this were so, there would be little diversity of attitudes, values, and ways of thinking within the group. This, however, does not seem to be the case. When asked the question, "How is life at SEE different from that at your old school?" many students indicated that discussions and relationships with other students seemed much "deeper" at SEE than previously. People discussed and found

wide differences in knowledge of an opinion on such topics as religion, attitudes towards sex and sex roles, life style, drugs, and other personal values. The impression that these conversations were much more open and frequent than previously was repeatedly stated. Conversations about clothes, dating and sports were reported to be less frequent than they used to be in former schools.

This apparent paradox that students at SEE perceive more diversity among the 100 or so students who voluntarily chose to be together than they did in much larger comprehensive high schools and collegiates may be explained by SEE's size, culture and climate which foster interactions more serious and "adult" than what most adults think of as typical teen-age concerns. Students also reported that most informal groups which form at SEE remained open and fluid in their membership. Many students commented on the absence of exclusive cliques.

We also recognize that growth is neither a smooth, painless process nor an anxiety-free, secure state of mind. In our interviews we asked students the question, "Do you feel more 'together' about who you are and what your life is all about now than you did a year ago?" Many responded yes to this question, but some responded no and expressed less certainty about where they were headed. Either way, we feel it is important to present some of their responses to convey the range and depth of self-examination evidenced by SEE students.

Sample comments from those who felt they were more 'together' were:

"I found out more about myself and other people through doing what I like to do; I'm much happier and not as tense as in my old school."

"I'm much more self-critical and humble."

"I'm more responsible in taking a position on ideas, rather than passively accepting other people's ideas."

"I've learned more about myself; I'm more emotionally involved in things now since my identity is now important. There are many things I know I want to try because I've found so many interesting things to do."

"SEE has given me time to figure out what life is all about."

"It helps one to grow up in a school which allows the freedom to think more deeply."

"This school has let me be, let me explore my own questions and think and work them out."

"I've ten times the self-confidence; everyone's personality is recognized in this school - every individual matters here."

The comments of those who said they didn't feel more "together" are equally enlightening regarding the impact students feel the school has had on their lives:

"I'm more confused. Last year I wanted to go to university but now I'm not so sure; I don't believe in the grade 13 bag anymore." (This comment regarding changing attitudes about university attendance was voiced by many students; for some it's a troubled state and for others it's more of a relief).

"I've found it very hard. I think this year will be of more use to me in retrospect. I'll be able to settle myself down and examine exactly who I am."

"I doubt a lot more than I used to."

"I'm more aware of different faults in myself."

"I'm not together at all; I'm quite confused because I really feel cared for for the first time in my life."

"I'm really liking people again. I was really turned off in my old school and downtown I felt alienated from everyone."

Taken together these comments indicate the kind of self-examination and increasing awareness one finds among many students at SEE.

An additional aspect of emotional growth worthy of attention in this report is the notion of individual and community responsibility. In the interviews we explored students' feelings regarding their personal role and influence on the development and operation of the school. Most student comments embraced two principles: (1) that the locus of responsibility for action lies within the individual; and (2) that students are collectively responsible for making SEE work.

For example, in response to the question, "What responsibility do you feel teachers have to you as a student and to the school as a whole?" a considerable number expressed the opinion that teachers had no special responsibility toward them as students since they were responsible for their own learning experiences. Many students also commented that teachers bore no special responsibility to the school as a whole because its success or failure depended on everyone equally.

These comments were counter-balanced by a significant minority of students who felt that the staff had assumed too much responsibility in the first year, both in organizing courses and in maintaining the school organization. These students stated that students should take more initiative in the future and stressed the students' obligation to participate in decision-making regarding school activities. We wish to note here that since the start of school in September 1972, there has been much broader student participation in the confrontation of issues and in decision-making than has been reported in other "alternative" schools of this type in North America.*

*"Decision-Making in Alternative Secondary Schools: Report from a National Conference," sponsored by UNESCO and the Center for New Schools, Chicago, Ill. UNESCO, 1972.

VI. PARENT ATTITUDES TOWARD STUDENT ENROLLMENT AT SEE

In trying to understand the factors that bear on student adjustment to a new school environment, we felt it might be instructive to examine the views of parents of students attending SEE.

A questionnaire filled out by 57 parents of SEE students provided data related to their support (or lack of support) for their children's choice of school. Table 14 presents this information. It should be noted that slightly more parents supported their child's choice of SEE because of problems they felt he/she was having with the regular schools rather than because they themselves understood and agreed with the educational concepts of the school.

Some sample comments from the parent questionnaire might make this issue more concrete for the reader. Among the reasons given by parents giving support based on agreement with the SEE concept were the following:

"I felt it would provide an environment conducive to learning."

"I felt here she could make her own choices and make a success of them."

"It's the only way they can grow mentally...thinking for themselves."

"It fits my son's needs, he works well on his own and is independent."

Sample comments from those giving support because of problems they felt their child was having with the regular schools include the following:

"We were anxious to do anything to keep her committed to learning."

"We believe she may have become a drop-out."

"He was unhappy in his former school."

"It was clear he was not going to progress under the existing system."

"She was bored and not motivated."

For parents who did not support their child's choice of SEE, the following comments may serve to illustrate their skepticism and fears:

"He was an honour student all through school."

"We felt he should stay in the old system."

"We had doubts about such a change at the grade 13 level."

"I did not think students would qualify for university entrance."

"We were not sure less supervision would be good."

When asked whether they believed that SEE was currently meeting their son's/daughter's educational needs as the student saw them, 44 parents answered 'yes', 5 answered 'no', and 8 were uncertain. The full text of their replies is contained in Appendix B.

At this stage, our investigation of the relationship between parent support and adjustment to a different pattern of schooling is incomplete and further information will be given in our next report on Phase II of this research.

VII. CONCLUSION: IMPLICATIONS AND PLANS FOR FURTHER STUDY

This phase of the SEE report has attempted to provide some basic descriptive information about the school program and a framework for its evaluation. In doing so we have highlighted some of the activities, problems, and changes in people that have occurred during SEE's first year of operation and have made it a real alternative for the students and teachers who have invested so much time and energy in its development.

We have not attempted to systematically evaluate SEE on the criteria we have suggested for two reasons. First, we developed these criteria on the basis of our research over the past year. Second, (as previously stated), we believe it is far too early in SEE's development to conduct a definitive evaluation study. However, the report does provide some evidence that SEE is offering an environment which students view as an alternative (see Section III) and that the school as an organization is developing a facility for self-examination and change (see Section I, pages 1-8; Section III, pages 11-17).

In our opinion, SEE represents an exciting development in the Etobicoke educational system and the policy of providing alternative forms of education deserves continuous support and development. Furthermore, it is our position that implementation of this policy requires the continued commitment of financial

resources to S.E.E. though a four to five year experimental phase, prior to a definitive external evaluation, using our criteria or someone else's.

This report should serve to provide those who are interested in the development of SEE and schools of its type in Etobicoke with information which can be used to support and catalyze the school's continued growth.

In the report on Phase II of our research (presently planned for completion in Summer, 1973) we will present additional information concerning the impact of SEE on its students including data on a comparative sample of students attending other Etobicoke high schools. We will also be reporting further on parent views of the school and will provide second year follow-up data related to the descriptive records presented for year one (1971-72).

APPENDIX A

TABLES

and

GRAPHS

Table 1

Distribution of Students Entering SEE
In Terms of Previous School, Sex and Grade
(as of October, 1971)

	Sex			Grade		
Previous School	Male	Female	Total	11	12	13
Vincent Massey	4	0	4	2	2	0
Richview	6	5	11	4	3	4
Silverthorn	1	3	4	2	1	1
Burnhamthorpe	3	12	15	1	2	12
Thistletown	3	3	6	0	0	6
West Humber	3	3	6	1	1	4
St. Joseph's	0	6	6	1	3	2
Univ. of Toronto Sch.	1	0	1	0	0	1
Scarlett Heights	6	1	7	0	1	6
Michael Power	1	0	1	1	0	0
Etobicoke	8	4	12	3	3	6
Alderwood	1	3	4	0	4	0
Kipling	2	7	9	2	4	3
Martingrove	2	2	4	1	2	1
Mimico	0	3	3	0	2	1
New Toronto	3	4	7	2	5	0
Royal York	1	2	3	1	2	0
Out of Province	0	1	1	0	0	1
	45	59	104	21	35	48

NOTE: During the academic year 1971-72 16 students left; information on where they went is given in Section V.

Table 2

Average of All Marks Obtained
During Year 1970-1971
(N=73)*

	Grade 11		Grade 12		Grade 13	
	Male	Female	Male	Female	Male	Female
Number of Students	6	9	9	14	15	20
Mark Average	62.8	73.3	66.4	72.1	64.4	69.0
Range of Average Marks low	58.0	59.2	61.7	64.6	54.3	54.0
Range of Average Marks high	72.8	85.4	71.7	83.0	74.0	88.7

*N = Total number of students

TABLE 3

Reasons Students Gave for coming to SEE by Grades 11, 12, 13

Reasons for coming to See	Grade 11 N = 19[5]		Grade 12 N = 29		Grade 13 N = 44		All grades N = 92
	No. of Students	%	No. of Students	%	No. of Students	%	Totals
Individual Learning Needs[1]	10	52.6	23	79.3	25	86.2	58
General "Life" Needs[2]	-	-	3	10.3	3	10.3	6
Interpersonal Needs[3]	5	26.3	4	13.7	5	17.2	14
Nature & Method of SEE Learning Styles & Structure[4]	15	78.9	20	68.9	34	71.2	69
Other	-	-	-	-	1	-	2

Note: categories in this table are not independent, since some students had more than one reason for coming to SEE.

[1]Any response that refers to the student's need for self-directed learning, e.g., "self-motivated learning, self-paced learning".

[2]Any response that refers to the student's need to prepare himself for the larger society, e.g., university, employment, etc.

[3]Any response that refers to the student's need for communication with others, e.g., students, teachers, parents, etc.

[4]Any response that refers to factors that characterize SEE, e.g., teachers, curriculum and resources, etc., e.g., small classes, diverse methods and subject areas.

[5]N = Number of students

TABLE 4

Features of SEE which were of Most Interest to Students when they First Applied

Features of Most Interest	Grade 11 N = 19[4]		Grade 12 N = 29		Grade 13 N = 44		N = 92
	No. of Students	%	No. of Students	%	No. of Students	%	Totals
Individual Needs[1]	8	42.1	19	65.5	22	50.0	49
Diverse Nature of Resources[2]	15	78.9	19	65.5	31	70.4	65
Student Power[3]	4	21.0	11	37.9	8	19.7	23
Other	2	10.5	-	-	1	2.2	3

Note: Categories in this table are not independent, since some students were interested in more than one aspect of SEE.

Key

[1]Any response that refers to features of SEE that emphasize the need for self-directed learning, e.g., "pursue personal interests, able to set own goals, can proceed at my own pace."

[2]Any response that refers to features of SEE that emphasize the diversity in curriculum, teaching methods, media, etc., e.g., "want a small school, use of community resources in depth analysis of particular subject, lack of rules regarding social life of school, variety of learning experiences."

[3]Any response that refers to features of SEE that emphasize the participation of students in school policy, e.g., "student/teacher control of curriculum, democratic decision-making, having a say in school policy."

[4]N = Number of students

TABLE 5

Goal Orientation of Students Accepted at SEE (June, 1971)

Goal-Orientations	Grade 11 N = 19[3]		Grade 12 N = 29		Grade 13 N = 44		N = 92
	No. of Students	%	No. of Students	%	No. of Students	%	Totals
"Self-centred" goals[1]	8	42.1	20	68.9	21	47.7	49
School & subject-centred goals[2]	12	63.1	16	55.1	25	86.2	53
Other	-	-	-	-	-	-	-

Note: Categories in this table are not independent, since some students were interested in more than one aspect of SEE.

Key

[1]Any response that refers to goals that relate individual needs, interest and developments, e.g., "become a fuller me, work up to my creative level, having a good time, learning & experiencing."

[2]Any response that refers to goals that relate to achieving a certain status in a subject or some form of accreditation, e.g. "to become fluent in French, to enter university, learn about social studies, obtain high-school diploma."

[3]N = Number of students

Table 6

Number of Diploma Credits Received, 1971-72

		NUMBER OF CREDITS										
GRADE	N	0	1	2	3	4	5	6	7	8	9	Total Credits
Grade 11	18	2	2	2	3	2	1	3	3	0	0	65
Grade 12	32	4	5	4	4	3	5	4	3	0	0	107
Grade 13	39	14	1	3	1	0	1	16	2	0	1	125
TOTAL	89	20	8	9	8	5	7	23	8	0	1	297

TABLE 7

Students Who Transferred to Another High School* or Left to Work

Sex	Left SEE to:	Grade 11	Grade 12	Grade 13	Total
Male	Other High School	1	1	1	3
	Work	0	0	1	1
Female	Other High School	1	2	3	6
	Work	0	1	5	6
Total		2	4	10	16

*Some returned to former high school; some went to another school.

Table 8

Student Estimate of Quantity of Work Done at SEE Compared to Previous School[1,2]

		Grade Level 11	n	12	n	13	n	Total
Science		18 *		19		14		51
	less	44.4	8	36.8	7	50.0	7	43.1%
	more	22.2	4	15.8	3	21.4	3	19.6%
	same	33.3	6	47.4	9	28.6	4	37.2%
Math		18		17		16		51
	less	41.2	7	58.8	10	56.3	7	50.9%
	more	23.5	4	41.2	7	31.3	5	31.3%
	same	35.3	6	---	0	12.5	2	15.6%
Social Studies		18		24		25		67
	less	5.6	1	4.2	1	16.0	4	8.9%
	more	72.2	13	91.7	22	64.0	16	76.1%
	same	22.2	4	4.2	1	20.0	5	14.9%
Language		18		21		21		60
	less	27.8	5	57.1	12	33.3	7	40.0%
	more	33.3	6	14.3	3	38.1	8	28.3%
	same	38.9	7	28.6	6	28.6	6	31.6%
English		19		24		28		71
	less	10.5	2	16.7	4	10.7	3	11.3%
	more	84.2	16	66.7	16	64.3	18	70.4%
	same	5.3	1	16.7	4	25.0	7	16.9%

[1]Figures are percent of students taking courses in a given subject area who responded higher, lower, or same.

[2]n refers to the number of people represented by the previous percentage figure.

*-figure in corner of each cell refers to total number of student responses.

Table 9

Student Estimates of the Quality of Their Own Work[1,2]

		Grade Level 11	n	12	n	13	n	Total
Science		[16]*		[12]		[12]		[40]
	lower than previous school	6.3	1	18.8	3	41.7	5	18.7%
	higher than previous school	43.8	7	43.8	7	33.3	4	37.5%
	same as previous school	50.0	8	37.5	6	25.0	3	35.4%
Math		[16]		[13]		[14]		[43]
	lower than previous school	6.3	1	38.5	5	42.9	6	27.9%
	higher than previous school	37.5	6	15.4	2	35.7	5	30.2%
	same as previous school	56.3	9	46.2	6	21.4	3	41.8%
Social Studies		[18]		[23]		[26]		[67]
	lower than previous school	5.6	1	4.3	1	7.7	2	5.9%
	higher than previous school	88.9	16	91.3	21	88.5	23	74.6%
	same as previous school	5.6	1	4.3	1	3.8	1	4.4%
Language		[16]		[19]		[20]		[55]
	lower than previous school	6.3	1	26.3	5	10.0	2	14.5%
	higher than previous school	68.8	11	36.8	7	70.0	14	58.4%
	same as previous school	25.0	4	36.8	7	20.0	4	27.2%
English		[20]		[23]		[28]		[71]
	lower than previous school	5.0	1	4.3	1	3.6	1	4.2%
	higher than previous school	85.0	17	69.6	16	75.0	21	76.0%
	same as previous school	10.0	2	26.1	6	21.4	6	19.7%

[1] Figures are percent of students taking courses in a given subject area who responded higher, lower, or same.

[2] n refers to the number of people represented by the previous percentage figure.

* - figure in corner of each cell refers to total no. of student responses.

Table 10

Percentage of Students who Felt
Dissatisfied with Quantity of Their Work

Subject Area	Grade Level 11	n	12	n	13	n	Total
Science	17 * 23.5	4	17 35.3	6	13 7.7	1	47 23.4%
Math	17 41.2	7	15 46.7	7	15 33.3	5	47 15.5%
Social Studies	19 10.5	2	24 8.3	2	25 4.0	1	68 7.3%
Language	17 17.6	3	21 33.3	7	20 5.0	1	58 11.9%
English	20 0	0	4 12.5	3	28 14.3	4	52 13.4%

* - figure in corner of each cell refers to total number of student responses.

Table 11

Percentage of Students who Felt
Dissatisfied with the Quality of Their Work

Subject Area	Grade Level 11	n	12	n	13	n	Total
Science	16 * 6.3	1	17 11.8	2	12 8.3	1	8.8%
Math	16 12.6	2	14 14.3	2	14 14.2	2	13.6%
Social Studies	19 0	0	24 0	0	23 0	0	0
Language	15 6.7	1	20 5.0	1	19 0	0	4.0%
English	19 0	0	23 4.3	1	25 4	0	1.4%

* - figure in corner of each cell refers to total number of student responses.

Table 12

Student Estimates of Changes in
Frequency of Participation in Intellectual Activities
Not Directly Related to SEE Program

		Grade Level 11	n	12	n	13	n	Total
Reading		20*		14		29		73
	less	10.0	2	--	0	6.9	2	5.4%
	more	85.0	17	83.3	20	75.9	22	80.8%
	same	5.0	1	16.7	4	17.2	5	13.6%
Concerts		19		23		28		70
	less	--	0	--	0	7.1	2	2.8%
	more	36.8	7	47.8	11	42.9	12	42.8%
	same	63.2	12	52.2	12	50.0	14	54.2%
Plays		19		24		28		71
	less	5.3	1	4.2	1	7.1	2	5.7%
	more	42.1	8	37.5	9	53.6	5	45.7%
	same	52.6	10	58.3	14	39.3	11	50.0%
Films		20		24		29		73
	less	5.0	1	--	0	6.9	2	4.1%
	more	50.0	10	62.5	15	55.2	16	56.1%
	same	45.0	9	37.5	9	37.9	11	39.7%
Writing		19		23		29		71
	less	15.8	3	17.4	4	13.8	4	15.4%
	more	52.6	10	52.2	12	55.2	16	53.5%
	same	31.6	6	30.4	7	31.0	9	30.9%
Travel		20		24		29		73
	less	--	0	--	0	6.9	2	2.7%
	more	75	15	75.0	18	58.6	17	68.4%
	same	25	5	25.0	6	34.5	10	28.7%
Museums		19		23		25		67
	less	--	0	--	0	16.0	4	5.9%
	more	52.6	10	39.1	9	20.0	5	35.8%
	same	47.4	9	60.9	14	64.0	16	58.2%
Arts & Crafts		19		23		27		69
	less	26.3	5	4.3	1	11.1	3	13.0%
	more	21.1	4	39.1	9	18.5	5	26.0%
	same	52.6	10	56.5	13	70.4	19	61.2%

* - figure in corner of each cell refers to total number of student responses.

Table 13.

Reported Activities and Concerns of Students
Which Indicate Emotional Growth

Category of Emotional Growth Indicated by Response	Percentage of Students Who Made Response with Varying Frequency during Interview		
	3 units*or more	1 or 2 units*	no mention
Increased ability to relate to different types of people	10	61	30
Realization of the wide variety of life possibilities	1	19	80
Increased insight into self	1	54	45
Increased acceptance of self	1	31	68
Increased appreciation of own powers and/or potential	11	50	39
Evidence of commitment or successful self-directed activity	7	46	47
Willingness to take risks	1	24	74
Other	5	55	39

*Interviews were coded in units of three minute intervals. Each unit of response represents the student making a statement in a different context which fits into the same category of emotional growth.

TABLE 14

Parental Attitudes Toward Students' Choice of SEE

Parent's Response	Grade 11 N=14		Grade 12 N=20		Grade 13 N=23		All Grades N=57	
	Frequency	%	Frequency	%	Frequency	%	Frequency	
Yes: Support[1] Based on SEE Concept	4	28.5	5	23.8	8	20.0	17	29
Method of[2] keeping student in school	6	42.8	12	57.1	8	20.0	26	45
Other	6	42.8	6	28.5	11	27.5	23	40
No	-	--	2	9.5	21	52.5	23	40
Missing Reply	5	38.7	8	38.0	4	1.0	17	29

Note: Categories in this table are not all independent since parents who supported their child's enrollment at SEE sometimes indicated more than one reason for doing so.

KEY

[1]Any response that refers to a positive parental support of the student's choice of SEE based on specific characteristics of SEE, e.g., "school seemed to fit student's needs".

[2]Any response that refers to a positive parental support of the student's choice of SEE based on the desire to keep the student in the school system.

[3]Any response that refers to negative parental attitude toward student's choice of SEE.

Figure 1

Course Marks for Those Who Completed Work in Mathematics and Science

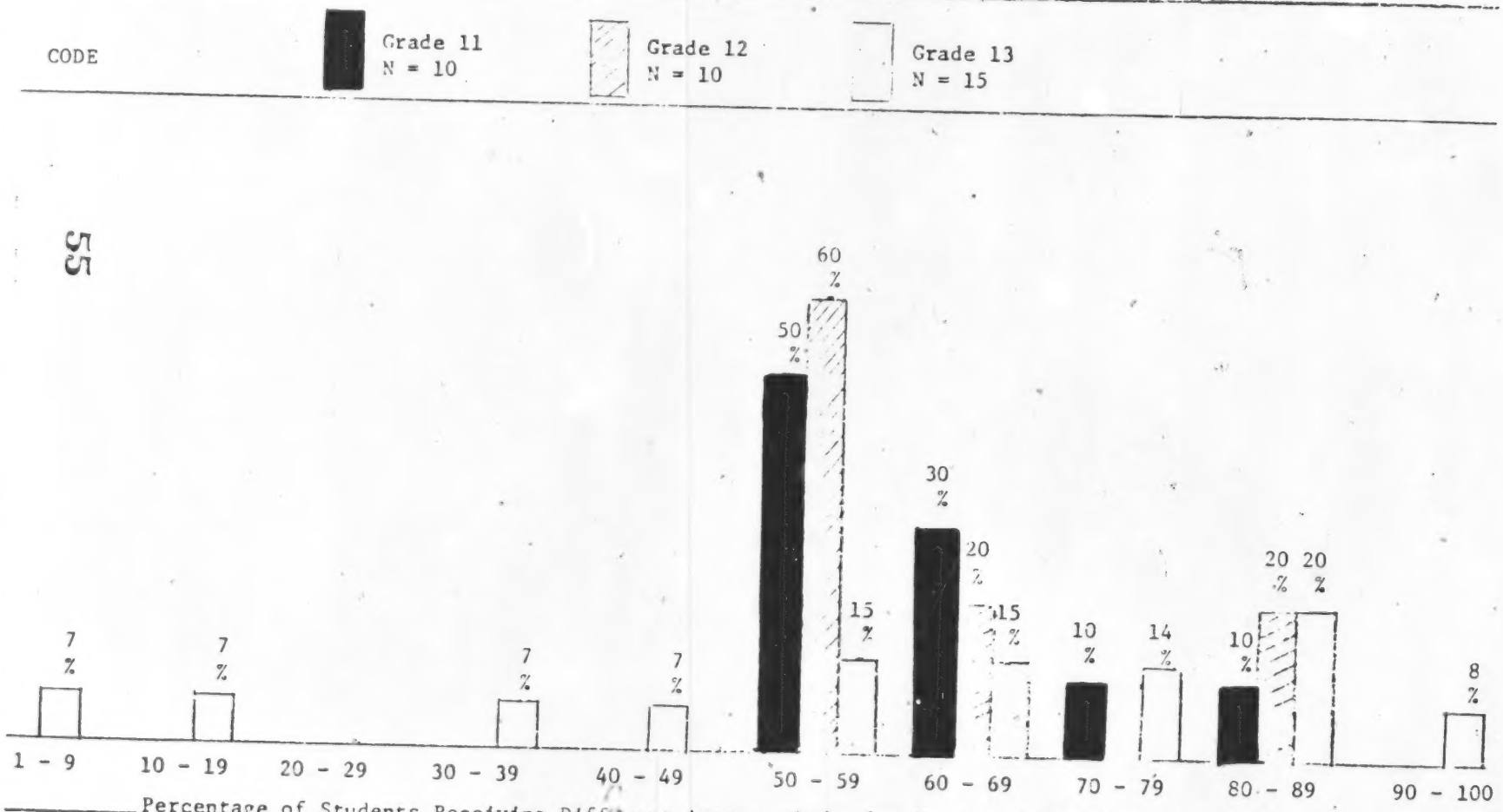
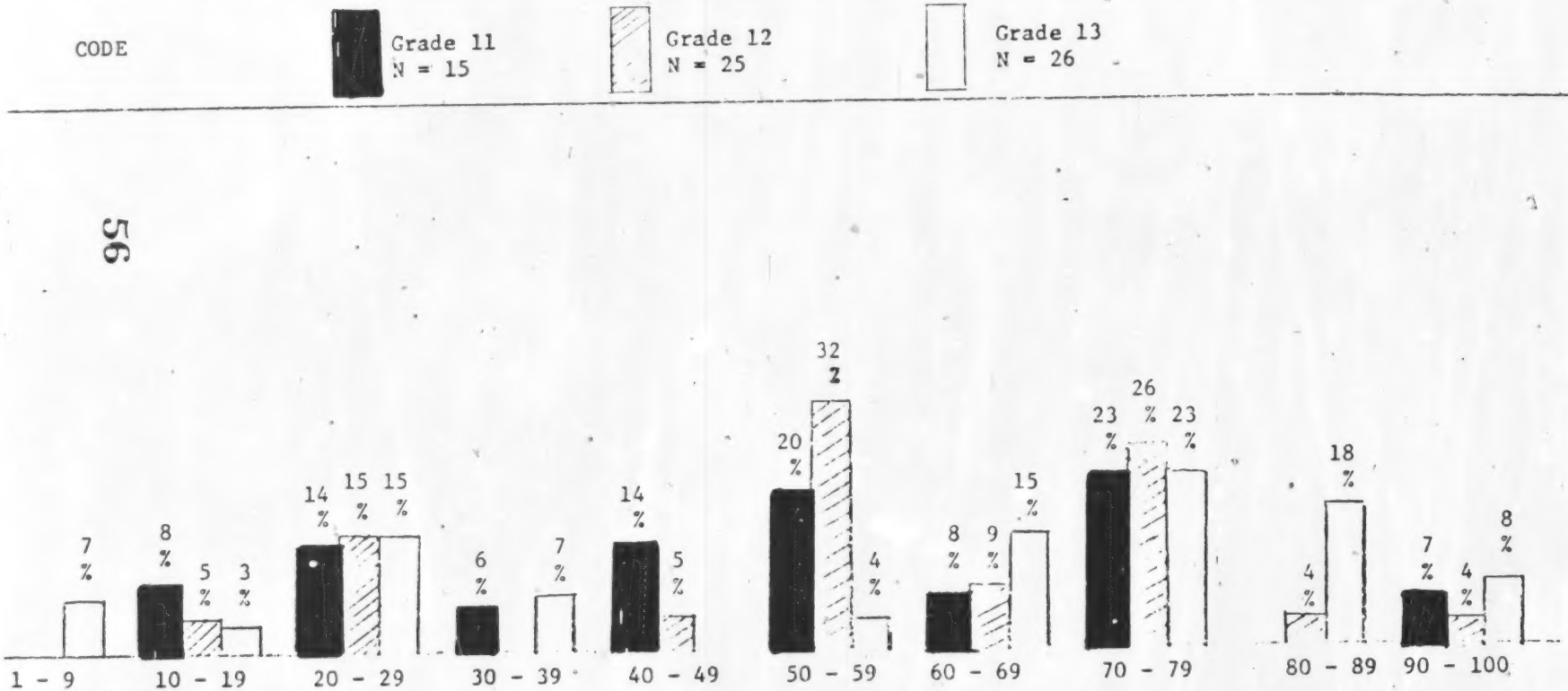


Figure 2

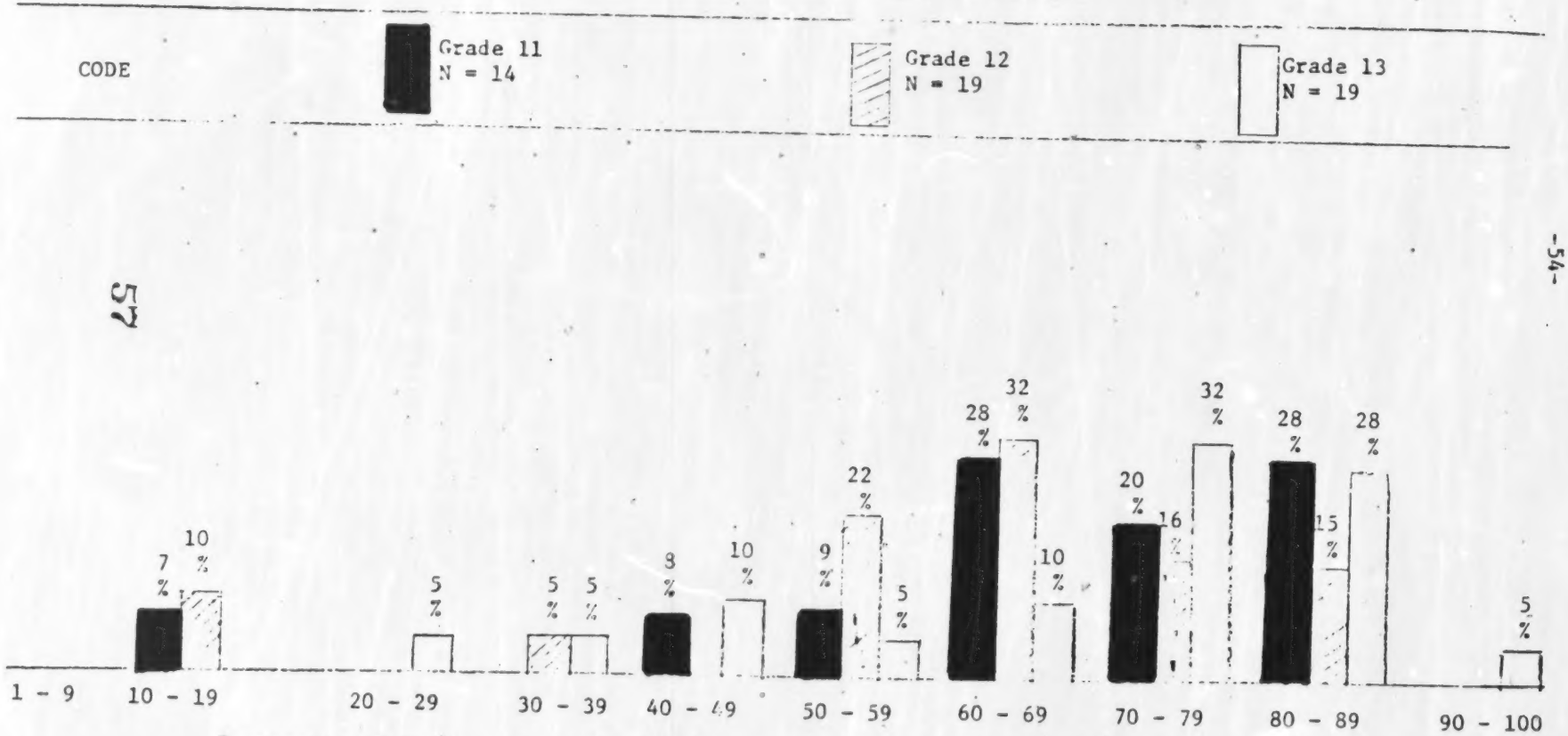
Course Marks for Those Who Completed Work in Social Sciences



Percentage of Students Receiving Different Average Marks for Courses in Social Science

Figure 3

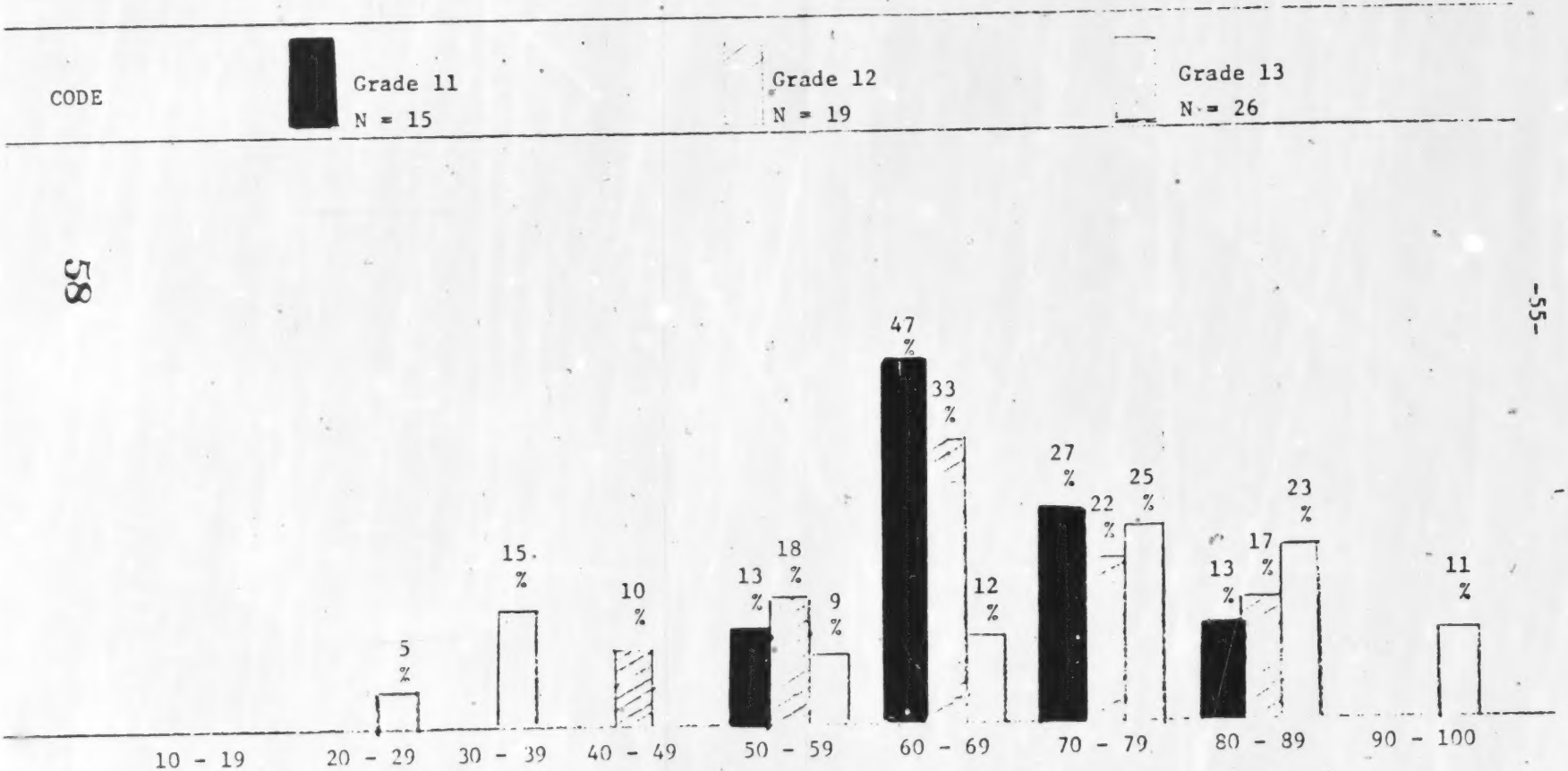
Course Marks for Those Who Completed Work in Languages



Percentage of Students Receiving Different Average Marks for Courses in Languages

Figure 4

Course Marks for Those Who Completed Work in English and Communications



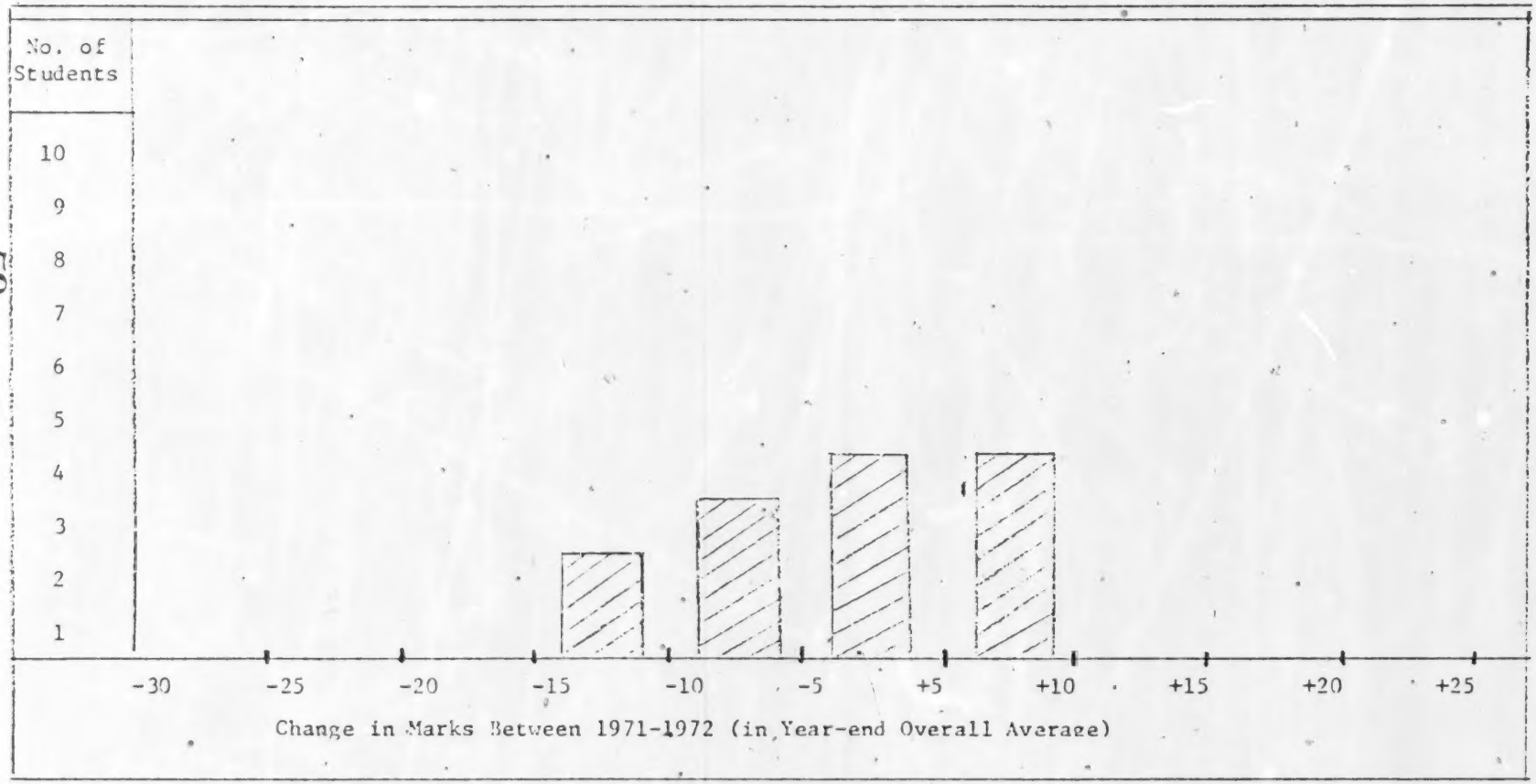
Percentage of Students Receiving Different Average Marks for Courses in English and Communications

Figure 5

Differences in Year-end Overall Average Marks of Grade 11 Students

between 1971 (Previous School) and 1972 (S.E.E. School)

[Total Number of Students Reported = 13*]

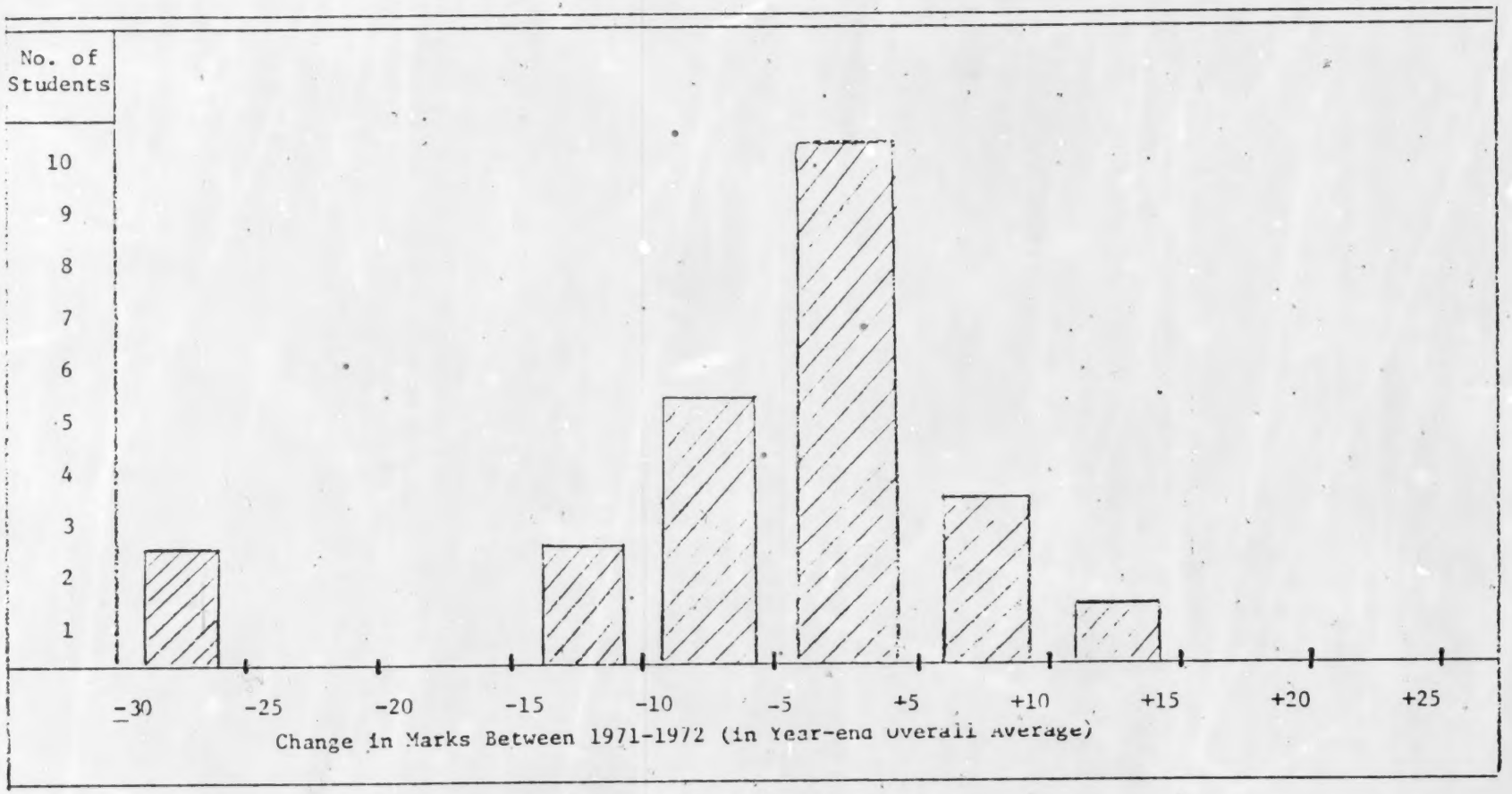


* Three students are not included as their OSR files for 1971 were not available.

Figure 6

Differences in Year-end Overall Average Marks of Grade 12 Students between 1971 (Previous School) and 1972 (S.E.E. School)

[Total Number of Students Reported = 23*]



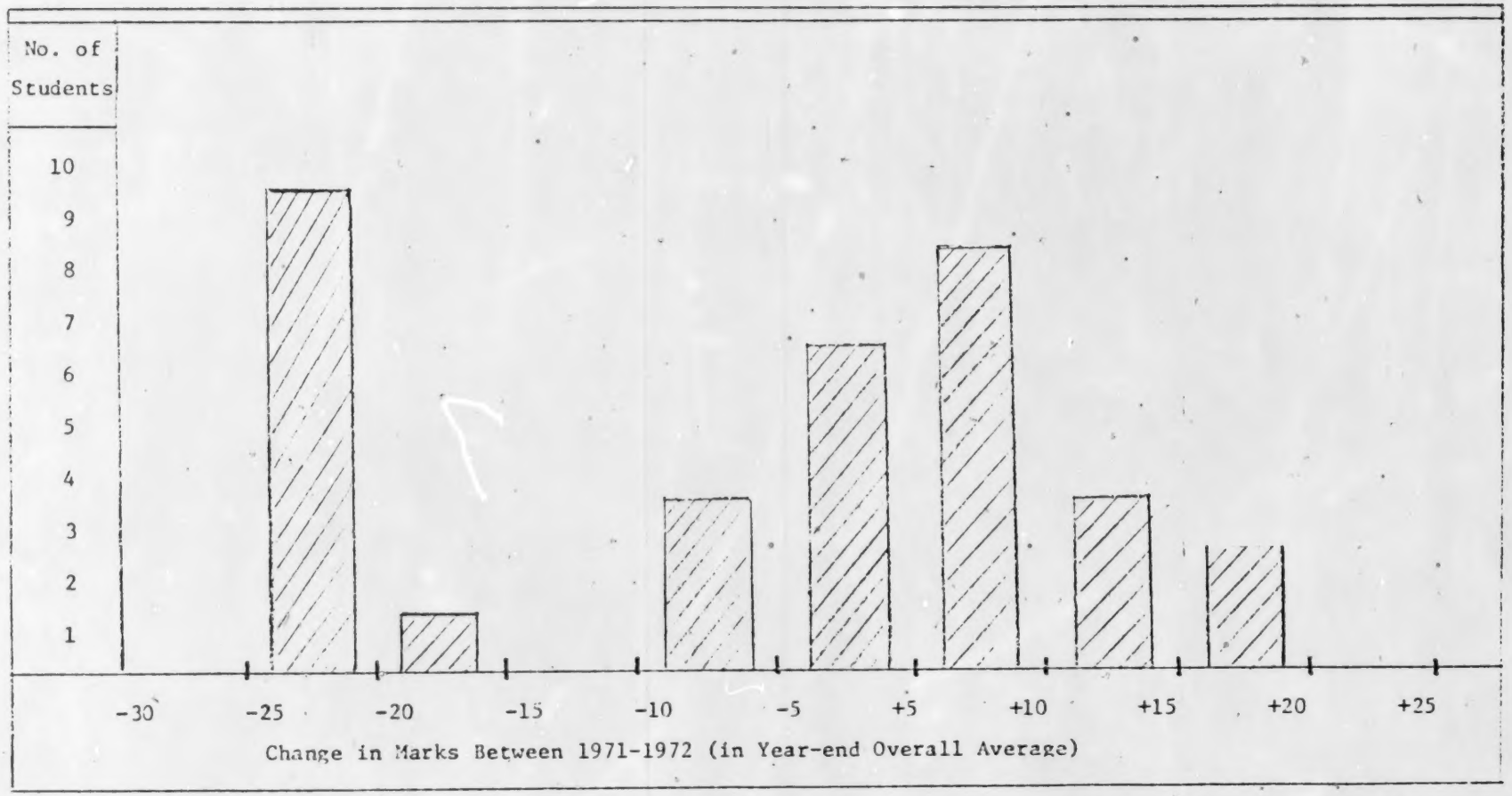
* Five students are not included as their OSR files for 1971 were not available; one other student is not included because no average for 1972 was

Figure 7

Differences in Year-end Overall Average Marks of Grade 13 Students

between 1971 (Previous School) and 1972 (S.E.E. School)

[Total Number of Students Reported = 32*]



* One student is not included as his OSR file for 1971 was not available; three other students are not included because no average for 1972 was available.

Appendix B

-Do you believe that S.E.E. is currently meeting his/her educational need as he or she sees them?

- Five parents said 'yes' without comment. The responses of the other 52 parents are as follows:

- He believes so but we have no basis as yet on which to judge.

- Yes, because she is able to take and concentrate on the subjects that interest her.

- No, too easy to goof off.

- Yes, it has allowed her to work and save money for travelling at the same time as attending school.

- Yes, actually the same as in a conventional school with extras.

- Yes, freedom of choice of study and the ability to set her own pace, lack of pressure, atmosphere conducive to learning.

- She appears to be doing well and is quite happy.

- He says yes; we are uncertain for without S.E.E. he may have quit altogether.

- Yes, he has covered many more subjects than he would have otherwise. These subjects have also had more depth to them. He has met many interesting people through SEE school.

- No, because we feel our son is still no closer to recognizing his needs.

- Yes, he sees true education as exposure to many widely diversified experiences not normally included in conventional curricula.

- Not sure. I think my daughter has not yet reached her educational potential.

- Yes, she's aroused, she wants to learn more and discuss what she's learning. This is just the beginning.

- Yes, S.E.E. has filled a need by stimulating an interest in subjects to which he can relate.

- 200% the purpose has been to find her own resources in Toronto. These are very rich. A normal school wouldn't have let her leave the school to get these things.

- Yes, when doing assignments she needs a time limit to push her into action. She has learned more than she could learn in a regular school.

- Yes, if S.E.E. is not meeting her needs then the fault is not with an overworked staff at the school.

- Yes, she has learned to work more on her own.

- Yes, allowing her freedom of choice.

- Yes, due to experience and encouragement she has gained in greater self-confidence.

- We have mixed feelings.

- She still has to be told to do her work - but this is not the fault of the school, it's her own fault. I believe she's been given every opportunity to achieve her grades.

- Yes, she has her choice of subjects.

- Yes, they are being met, she takes subjects she wants to and other subjects such as math and science she doesn't take.

- Yes, preparation for University, opportunity for individual's initiative.

- Yes, as far as he is concerned.

- Yes, most interested in sciences, getting satisfactory experience.

- Yes, it allows and gives freedom to develop full potential.

- No, it should require definite deadlines for assignments.

- Yes, he's happy, interested, he's too busy, hasn't time to do all that he would like that is available to him.

- Not sure he is doing nearly enough study for a higher education.

- Yes, although I would like to see a clearer career pattern emerging.

- Academically yes; however she knows it's difficult to maintain self-discipline.

- Yes, gives a wider range of choices to suit the individual's interests.

- Not sure, total lack of school communication between teachers and parents.

- Yes, in the social sciences and general arts areas; she doesn't have a strong desire to achieve in the physical sciences.

- Probably - student feels next year will be more productive due to exposure to the system.

- Yes, he's happy.

- Yes, he is satisfied fully.

- Apparently - she wants to return.

- Yes, she has had the opportunity to pursue her own interests, she has been successful and has been accepted at several universities.

- Yes, being able to work at her own level gives her great satisfaction.

- Yes, the object was to repeat certain Grade 13 subjects and this he has done.

- No, he is always talking about credit mix-up and non-credit courses and lack of participation by the students.

- Yes, any inabilities to reach a certain standard came from the student not the system.

- No, loss of achievement in Math.

- Yes, because the learning time has been extended to the whole day.

- Yes, she's been exposed to a great many more educational experiences than could have happened outside of S.E.E.

- Yes, if what is meant is the academic requirement for entrance to University.

- Yes, although he occasionally has reservations about the relative ease he has in achieving a respectable grade.